DOCUMENT RESUME

ED 041 427 EC 006 103

AUTHOR	Krug, Richard F.
TITLE	Teaching Syntax to Young Deaf Children.
INSTITUTION	Colorado Univ., Boulder.
PUB DATE	[68]
NOTE	58p.
AVAILABLE FROM	Edumat Associates, 2765 Julliard Street, Boulder, Colorado 80302 ($3.00)
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.00
DESCRIPTORS	*Aurally Handicapped, Concept Teaching, *Educational Methods, *Exceptional Child Education, *Language Instruction, Program Descriptions, Sentence Structure, Symbolic Learning, *Syntax

ABSTRACT

Designed to help the teacher of young deaf children teach syntax, the text presents a general orientation to the program as well as a review of the specific goals of language instruction. An overview of the early stages of instruction discusses symbol development (as the child becomes aware print has meaning) and illustrates how to help the child develop a sense of the power of language. An outline lists concepts to be developed from both the teacher's and child's point of view. Methods are suggested for teaching symbol development (people and things), incorporating the isolated symbol into a sentence, and syntax. Also included are suggestions for reinforcement, materials needed, an analysis of the basic sentence, an overview of the major uses of language, and an outline of instructional steps. (GD)

ED041427

teaching syntax to young deaf children

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Boulder, Colorado 80302

NOTE TO TEACHERS

You will find this instructional manual divided into five sections. The first deals with the general orientation to the procedures; the second relates to a frame of reference for teaching syntax; the third reviews the phases of instruction; the fourth outlines the concepts to be developed; and the fifth deals with teaching techniques. You will also find an overview of the major uses of language and an outline of instructional steps found useful in the development and initial use of printed symbols. The procedures, techniques, and concepts included in this instructional guide are those which have proven useful in actual classroom and instructional settings. The instructional procedures, designed to make the printed form become symbolic for the young deaf child, lead directly and rather rapidly to procedures emphasizing syntax or word function.

An attempt has been made to state the purpose of each language session in terms of the understanding, feeling or performance expected of the child. To do this, a teacher must strive to put herself in the child's position and view classroom instruction from that vantage point. If a teacher is successful in placing herself in the role of a preschool deaf child, her whole approach to teaching language can change, and she will find herself engaged in teaching the uses of language and the conditions under which language gains its usefulness instead of looking upon language instruction as the teaching of grammatical rules. The former approach finds the teacher utilizing classroom activity as a dynamic force to teach language, while the latter finds her trying to force meaning out of an artificially structured "language lesson" designed to teach a certain "rule" of grammar.

It seems imperative, then, that teachers of the deaf orient themselves to look at language instruction as a task of illustrating or demonstrating the power and uses of language. This means the teacher may have to think more seriously about the role of language in everyday classroom activity, and then devise ways of imparting this knowledge or feeling to the child.

The material presented is based upon the results of a demonstration project sponsored by the U.S. Office of Education. It was carried out by the University of Colorado in cooperation with the Denver Public School System, the Speech and Hearing Clinic of Gallaudet College, the Dallas Pilot Institute for the Deaf, the Western Pennsylvania School for the Deaf, the University of Oklahoma School for the Deaf, and the Colorado State School for the Deaf and the Blind. Special acknowledgement is given to Miss Carol McCartney, M.A., who served as Project Coordinator 1965-66, and to Miss Marjory Bainton, M.A., who served as Project Coordinator 1966-67.

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SECTION I

GENERAL ORIENTATION TO THE INSTRUCTIONAL PROCEDURES

GENERAL ORIENTATION TO THE PROGRAM

I. *GENERAL*

The primary purpose of this guide is to aid the teacher in her task of teaching syntax, that is, the function of words as determined by placement within a sentence, to young deaf children. Placing emphasis on function is based upon the premise that to approach the teaching of language from this point of view may result in a better understanding of language and use of language by the deaf, and that the knowledge of syntax and word order may aid in the development of speechreading skills and may foster the acquisition of acceptable oral or manual communication. The specific instruction to provide the deaf child an understanding of syntax is only one aspect of a total language program. It in no way negates the need to teach other aspects of communication.

It would be helpful if each teacher viewed initial language instruction as an activity primarily concerned with demonstrating to the deaf child the function language plays in everyday living rather than looking at such instruction primarily as vocabulary development. This demands that the teacher of young deaf children think seriously about the role language plays in everyday activities and that the teacher devise ways of imparting a knowledge and a feeling of this role. There is a decided difference between demonstrating to the deaf child the role of language and teaching him a language principle.

A deaf child's early experience with language should demonstrate to him that with language he can exercise control over the environment. Therefore, it is fair to say that if the young deaf child is afforded opportunities to control his environment, an interest in language instruction can be created and the primary purpose of language can be demonstrated. Only after the child has come to understand that there is such a thing as language and that language means better control of the environment, will he find himself in a position to become interested in the rules of regulations under which language shapes and molds his surroundings.

There is no doubt that teachers of the deaf are greatly concerned with language instruction. However, the young deaf child may not exhibit an equal amount of interest unless instruction is meaningful, useful, and interesting to him. It is difficult to conceive of language being exciting to the children if it consists of a series of teacher-directed activities that must be acted out daily simply to satisfy the teacher, and to obtain the ultimate reward of a pat on the head, a smile, or clapping of hands. In short, the child can come to understand the use to which he can put language only if he is given the opportunity to make use of its power.

II. *RATIONALE FOR SELECTING THE PRINTED FORM TO EMPHASIZE SYNTAX*

Inasmuch as the children with whom we are primarily concerned have little or no previous language training, they must first develop a set of language

symbols they can then place in proper order according to language rules. One can select a specific set of language symbols from among such sets as the auditory symbol (created by speaking), the printed symbol (created by writing), the speechmovement symbol (speechreading, created as a by-product of speaking), and the hand-movement symbol (created by either finger spelling or signing).

The printed form of language was selected for this demonstration because of its apparent consistency and constancy. It is consistent inasmuch as the visual characteristics of an individual letter do not change as a function of word placement within a sentence or letter placement within a word. This is in contrast to speechreading (speech-movement symbol) where the characteristic speech movement denoting a phoneme varies as a function of the phoneme preceding or following it, and where consistency of speech movements from one speaker to another is relatively non-existent. In addition to consistency, the printed form possesses constancy, inasmuch as the child can refer back to the word. This is not possible in speechreading where the symbol has both the aspect of motion and of time, and the child cannot refer back to it as readily. The variables for speechreading also hold true for finger spelling and signing. In the case of manual communication, however, the individual units (letters or signs) are more easily discerned than the individual elements of speechreading.

With print being used as the medium to teach syntax, it becomes obvious that an important and useful secondary benefit is achieved–that of teaching the child to read. Observation of the children exposed to this approach has shown that three- and four-year-old deaf children can learn to read with meaning, and that teachers, at the present time, may not be making appropriate demands upon the child's abilities.

SECTION II

A FRAME OF REFERENCE FOR TEACHING SYNTAX

A FRAME OF REFERENCE FOR TEACHING SYNTAX

As a teacher employing this approach, you must continually review the specific goals of instruction. The results obtained in the instructional setting will be dependent upon the goals that you establish for each of your class sessions.

In order to provide you with an appropriate point of departure, it is first necessary to review a few basic concepts relative to the proposed approach to language instruction.

1. The techniques are designed to be used with young deaf children having no previous language experience.
2. Each child must begin to control the classroom environment through language as soon as possible.
3. Language instruction has two aspects—the formal and the informal. The formal aspect is programmed in a step-by-step procedure designed to demonstrate a specific word function, while the informal presentations are used primarily to control routine classroom activities without any attempt to teach the function of individual words. However, informal language can be integrated in such a way that it reinforces or expands a concept developed formally.
4. Emphasis upon syntax does not eliminate the need for other basic instruction in the classroom. Such emphasis should enrich and enhance language instruction if for no other reason than your attention has been called to it as an area of language instruction needing special consideration.
5. It may be necessary from time to time to deviate from the traditional approach of teaching the deaf. Some of you may find it difficult to think of demonstrating the power of language rather than trying to teach a specific language principle. Others may challenge the idea of presenting the present tense rather than the past tense first. Still others may see no difference between programming the development of ideas and word function, and programming the presentation of language principles or vocabulary.
6. If you are to be honest with yourself, true to the young deaf children you are teaching, and sincere in attempting to evaluate the ability of the deaf child to learn syntax very early in language instruction, you must attempt to be aware of the few departures from traditional instruction of the deaf and seriously seek to gain insight regarding the reason for departure.

SECTION III

OVERVIEW OF THE EARLY STAGES OF INSTRUCTION

OVERVIEW OF THE EARLY STAGES OF INSTRUCTION

SYMBOL DEVELOPMENT

In this activity the child becomes aware that print has meaning. Four major stages are easily identified when working toward this form of symbolic behavior.

1. **Squiggle Stage:** **In this stage, the printed form has no meaning for the child. He is unaware that people, objects, and activities have names which can be represented in printed form.**

2. **Signal Stage:** **In this stage, the printed form is the signal or cue to engage in an activity that is not directly related to the meaning of the printed word to which the child is reacting. For instance, recognition of his name may be the cue to run around the circle or pick up an object. The action is implied and the child's name is the cue to engage in the activity.**

3. **Symbol Stage:** **In this stage, the printed word becomes associated with its appropriate referent. For instance, the child realizes that his name actually refers to him and is not simply the cue for him to engage in activity.**

4. **Symbol Function Stage:** **In this stage, the child becomes aware that a given word appearing in different positions in a sentence may have different implications for action. For instance, a child's name appearing as the subject of a sentence results in different activity than if his name appears as the indirect object of the verb.**

DEVELOPING A SENSE OF THE POWER OF LANGUAGE

Communication is difficult unless the child can develop a set of symbols he can organize into an appropriate language structure. A child can begin to control the environment, develop a sense of power, and begin to understand sentence structure as soon as he can recognize his name and the names of three or four objects in print. Experience has shown that if we assume that the three-or

four-year-old deaf child is incapable of becoming aware of the sentence structure and syntax we are indeed underestimating his abilities.

The power inherent in language depends not only upon vocabulary or the number of symbols an individual possesses, but also upon the individual's ability to place the symbols in proper sequence for purposes of communication. Proper sequencing of symbols or words demands a knowledge of syntax, and therefore, a deaf child must come to understand syntax at a very early age if he is to become aware of the power inherent in language.

A key word to remember when planning your classroom activity is POWER. If a primary function of language is to provide its user with control over environment, then *each* child must have the opportunity to exercise his power over classroom activities. The young deaf child can quickly learn that power is the product of symbols which are appropriately selected and properly placed within the total sentence.

The power inherent in language is best understood if we consider what the use of language can mean to the individual. For purposes of this approach, then, you should view language in terms of "What it can do for a young deaf child." From the child's point of view, language has the power to accomplish the following:

1. *I can initiate activity.*
   a. I can dictate *WHO* will participate in the activity.
   b. I can dictate *WHAT* the person(s) will do.

2. *I can find out what happened when I did not see it happen.*
   a. I can find out *WHO* participated in the activity.
   b. I can find out *WHAT* activity occurred.

3. *I can tell others what happened when THEY did not see it occur.*
   a. I can tell them *WHO* participated in the activity.
   b. I can tell them *WHAT* activity occurred.

4. *I can find out what is going to happen.*
   a. I can find out *WHO* will engage in that activity.
   b. I can find out *WHAT* activity *WILL OCCUR.*

5. *I can tell others what WILL HAPPEN.*
   a. I can tell them *WHO* will engage in the activity.
   b. I can tell them *WHAT ACTIVITY* will occur.

6. *I can record what happened.*
   a. I can record *WHO* participated in the activity.
   b. I can record *WHAT ACTIVITY* occurred.

It appears highly probable that if the deaf child comes to understand that language has meaning for him and that he can utilize it for his own purposes, he may become more interested in language instruction.

Your task is to structure classroom activity so that the language function or use you are emphasizing at a particular time is clearly demonstrated. In addition, the total language curriculum must provide the child with the opportunity to use language which will demonstrate all six functions. This does not imply that all six functions of language are demonstrated concurrently. Rather, sufficient experience is provided for each in isolation so that the child comes to understand the relationship between the language he uses and the activity that occurs.

During the first year, the primary concern is to have the child become aware of the power inherent in language. Therefore, you need not be concerned with establishing a large vocabulary at first. It would appear to be more beneficial if you demonstrated the many uses of a small vocabulary. After the child is able to use language meaningfully, his vocabulary should be increased as his need for it grows.

SECTION IV

OUTLINE OF CONCEPTS

TO BE DEVELOPED

OUTLINE OF CONCEPTS TO BE DEVELOPED

PHASE I: Symbol Development

Part I: Symbols for People

FROM: Teacher's point of view

THE PRINTED SYMBOL CAN DENOTE PERSONS.

FROM: Child's point of view (In order of development)

A. Certain squiggles refer to me.
B. Certain squiggles refer to my classmates.
C. Certain squiggles refer to other people in school.
D. Certain squiggles refer to visitors in the classroom.
E. Certain squiggles refer to members of my family.
F. Certain squiggles refer to playmates and visitors in my home.
G. All people have squiggles associated with them . . . everybody has a name.

Part II: Symbols for Things

FROM. Teacher's point of view

THE PRINTED SYMBOL CAN DENOTE OBJECTS OR THINGS.

FROM: Child's point of view

A. Certain squiggles are associated with specific objects within the classroom.
B. Certain squiggles are associated with objects that belong to me or to my classmates.
C. Certain squiggles are associated with objects and articles in my home.
D. Certain squiggles are associated with objects outdoors as well as objects indoors.
E. All objects have squiggles associated with them . . . all things have names.

Part III: Symbols for Action or Activities

FROM: Teacher's point of view

THE PRINTED SYMBOL CAN DENOTE ACTION OR A STATE OF BEING.

FROM: Child's point of view.

A. Certain squiggles are associated with specific activities in the classroom.
B. Certain squiggles are associated with specific activities in the school building.
C. Certain squiggles are associated with specific activities in my home.

D. Certain squiggles are associated with activities outdoors as well as indoors.
E. All activities have a squiggle associated with them ... all activities have names.

NOTE: This guide is not concerned with developing a large inventory of verbs, but rather with an understanding of the function of a verb as part of a specific sentence structure. Part III of symbol development is included in the Outline of Concepts to be Developed only to remind the teacher that these concepts must be developed somewhere within the total language program.

Once the children are able to recognize their names and their classmates' names in print, the use of sentences begins. At first, the lesson is structured in such a way that the action is implied. In the first step, the only variable introduced is the name of the child.

The following order for developing an understanding of word function (syntax) has proven to be practical and successful. The underscored portion of the sentence indicates the variable word. All other portions of the sentence remain constant.

PHASE II: Introductory Step: Incorporating isolated symbol into sentence.

Relating Name to Sentence

***(Name)*, come here.**

PHASE III: Syntax:

Step 1: Emphasis upon the proper name as Subject of the sentence:
(Name), give me the (*any object taught in Phase 1*, example, headphones).

Step 2: Emphasis upon the Direct Object:
John, give me *(article and any object taught in Phase 1*, example; headphones, crayons, car)

Step 3: Emphasis upon the Subject and the Direct Object:
(Name), give me *(article and object)*.

Step 4: Emphasis upon the Indirect Object:
John, give *(proper name or pronoun, "me")* the headphones.

Step 5: Emphasis upon the Subject and the Indirect Object:
(Name), give *(name or pronoun)* the headphones.

Step 6: Emphasis upon the Subject, the Indirect Object, and the Direct Object:
(Name), give *(name or pronoun, " me") (object).*

Step 7: Emphasis upon the Verb:
John, *(give)* or *(get)* me the headphones.

NOTE: In this instance, " give" meant that the child was to hand the teacher an object from the table in the language area. " Get," on the other hand, meant to go to another part of the room for the object.

Step 8: Emphasis upon the Subject and the Verb:
(Name), (verb) me the headphones.

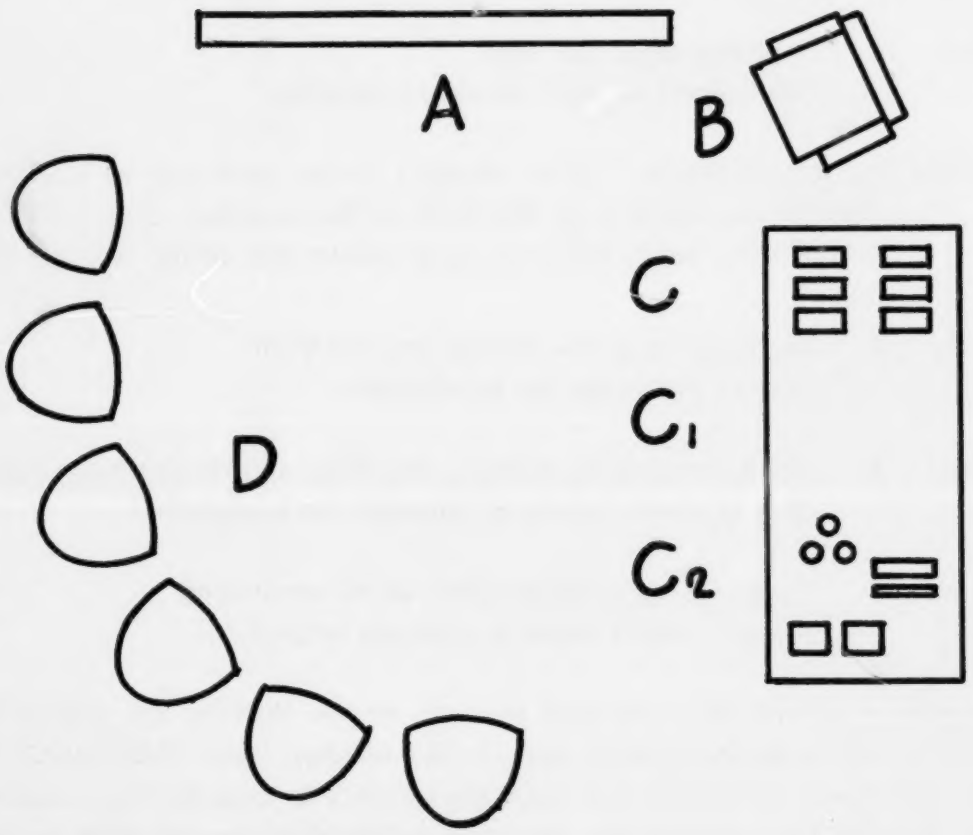
Step 9: Emphasis upon the Subject, the Verb, and the Indirect Object:
(Name), (verb) (Name or pronoun) the headphones.

Step 10: Emphasis upon construction of the sentence:
(Name), (verb) (name or pronoun) (object).

Again, it should be noted that as soon as the children are able to respond to a given sentence constructed by the teacher, each child should be given the opportunity to control the classroom activity by constructing a similar sentence. Through his participation, the child is forced to pay attention to specific portions of the sentence at specific times and as a result can see the effect of his efforts.

The need to follow the suggested sequence when demonstrating word function is quite obvious. The child must be aware that for *each* change in the printed message, a *corresponding change* occurs in the classroom activity. The sequence is so designed that the child can become aware of the one-to-one relationship between changes within the sentence and changes within the environment.

DIAGRAM OF LANGUAGE AREA



A. Slot chart.
B. Teacher's chair or chair occupied by child controlling classroom activity.
C. Low table upon which word cards and objects are placed.
   C_1 – word and name-card area of table
   C_2 – object area of table
D. Children's chairs.

SECTION V

TEACHING TECHNIQUES

TEACHING TECHNIQUES

Phase I: Symbol Development

Part I: Symbols For People

OVERVIEW OF CONCEPTS THE CHILD IS TO DEVELOP

A. Certain squiggles refer to me.
B. Certain squiggles refer to my classmates.
C. Certain squiggles refer to other people in school.
D. Certain squiggles refer to visitors in the classrooms.
E. Certain squiggles refer to members of my family.
F. Certain squiggles refer to playmates and to visitors in my home.
G. Every person has a squiggle . . . everybody has a name.

Concept A:

FROM: *Teacher's point of view*
Association of a printed form with the child himself

FROM: *Child's point of view*
Certain squiggles refer to me.

Materials needed:
- photo of each child
- several printed name-cards for each child
- slot chart

Step 1: In full view of children, teacher prints name of a child on a name-card. The printed name is then associated with the child by first pointing to the name-card, then to the child, indicating that the card is his. A name-card is made and pinned to each child.

Step 2: A photo is taken of each child. The teacher, through gesture, associates the appropriate photo with each child and indicates that for each child there is a photo. Work with the mirror may aid in any difficulty encountered in having the child recognize himself in the photograph.

Step 3: The teacher places one photo in slot chart, and immediately below it places the name-card of the appropriate child. By gesture, she indicates that the photo is of a specific child, and that the name is also that of the same child. Indication is then made that both the photo and the name refer to a specific child. The same procedure is followed until all children in the class have been recognized.

Step 4: Teacher places photos and name-cards of all children in class in slot chart. Each child is given his own name-card (in addition to the one pinned on him) and is encouraged to place it immediately below his photo and cover the name-card already in the slot chart. Teacher points out similarity between card placed in slot chart by child, and the name-card already in chart.

Step 5: Photos and name-cards of entire class are in slot chart. Teacher then places name-cards of entire class on a table, and asks each child to select his own name and place it below his picture. Should he have difficulty in selecting name-card, the teacher can take the name-card from slot

chart and hold it near the table, allowing child to refer to it as an aid in selecting appropriate name.

Step 6: Only the photographs of entire class are placed in slot chart. Each child is then requested to select his name from among those on the table, and to place it below his picture.

Step 7: Only the name-cards of the entire class are placed in slot chart. Photos are placed on table, and each child selects his photo and places it in slot chart immediately above his name.

Step 8: Each child's name is placed on things which belong to him such as his chair, his desk, crayon box, etc. This is to provide for reinforcement of the notion that the "squiggle" refers to him in a variety of situations.

NOTE: All children may not need extensive work on each of the above steps. Activities with each step should continue only to the point where consistently correct responses occur, and then the child or group should move to the next step.

Concept B:

FROM: *Teacher's point of view*
Association of a printed form with the other children in the classroom.

FROM: *Child's point of view*
Certain squiggles refer to my classmates and my teacher as well as to myself.

Materials needed:
- photos of each child and the teacher
- several printed name-cards for each child and the teacher
- slot chart

Step 1: Teacher holds up a name-card and indicates to whom the card refers. The activity continues until all children in the class have been recognized by the teacher.

Step 2: Teacher holds up one name-card at a time and asks the children to indicate to whom the name refers.

Step 3: The teacher gives a child name-cards of classmates, and asks him to distribute them to appropriate individuals. Each child is given the opportunity to perform the task.

Step 4: Each child matches the appropriate name-cards to the photos of classmates and teacher in the slot chart.

Step 5: Each child matches appropriate photos to name-cards in the slot chart.

Step 6: A child holds up the printed name-cards of classmates, and the other children indicate whose name it is.

Suggestions for Reinforcement:

1. Games may be played in which the child is required to recognize his name before he can perform a particular activity.
2. Teacher flashes a name-card and the child jumps up when he recognizes his name.

Concept C:

FROM: *Teacher's point of view*
Association of printed form with school personnel.

FROM: *Child's point of view*
Certain squiggles refer to other persons within the school.

Materials needed:
- blank name-cards
- pins
- felt pen
- polaroid camera

Step 1: Teacher plans to have another teacher or staff member visit the room. After visitor enters, teacher points out that everyone in the room has a name-card pinned to himself except the visitor. To please the visitor, teacher makes a name-card, pins it to visitor, and calls children's attention to it.

Step 2: Polaroid picture of visitor is taken and then placed in slot chart. Teacher then makes another name-card, matches it to name-card pinned to visiting teacher, and has a child place it under photo of visitor in slot chart.

Step 3: Teacher then tries to associate name of each class member to photo of visiting teacher, indicating with each attempt that the association is incorrect, and that the name-card of visitor is the only acceptable selection.

Step 4: Other faculty and staff seen often by the children should be asked to visit the class, and the above same procedures followed.

Suggestions for Reinforcement:

1. Photos and names of school personnel can be displayed on bulletin board and referred to when the person re-visits the room.
2. The children may be sent on errands, learning where to go, first from pictures and print, and later from print alone.

Concept D:

FROM: *Teacher's point of view*
Association of printed form with classroom visitors.

FROM: *Child's point of view*
Certain squiggles refer to visitors in the classroom.

Materials needed:
- blank name-cards
- box in which to store the visitors name-cards
- pins
- felt pen

Step 1: When a visitor enters the room the children look for a name-card for him. If none is found, one is made and pinned on him.

Step 2: When a visitor returns, the children find the appropriate card and give it to him.

NOTE: The visitor may write his own name on a name-card and pin it on. Insistence on everyone having a name tag declines after a time. When this happens, it may be sufficient for the teacher to merely write the visitor's name on the board.

Concept E:

FROM: *Teacher's point of view*
Association of printed form with members of the child's family.

FROM: *Child's point of view*
Certain squiggles refer to members of my family.

Materials needed:

- blank name-cards
- felt pen
- photo of each member of each child's family (appropriately identified by parent)
- slot chart

Step 1: Teacher places a photo of each member of child's family in slot chart, with the name-card identifying the person immediately below.

Step 2: The child whose family appears in the slot chart is given a duplicate set of name-cards and is asked to place them below the name-card already identifying the photo.

Step 3: After each child has had the opportunity to successfully complete Step 2, only the photos of a child's family are placed in the slot chart and name-cards are given the child to place below each picture. At this stage each child is expected to identify only his own family.

Step 4: Photos of a child's family are placed in slot chart, and other children identify individual members by placing name-cards beneath photos. In this sequence, the child whose family appears on the slot chart can act as teacher by handing name-cards one at a time to the child identifying the individuals.

Step 5: The teacher meets with parents, or otherwise informs them of means of continuing the naming activities at home, using relatives or others living within the home as subjects.

NOTE: Children should be held responsible for knowing the names of members of other children's families in an attempt to impress upon them the need to be concerned with the names of individuals outside their own classroom environment.

While working on Step 4 the opportunity arises to use the possessive case. While each child can identify his own parents as "mother" and "father," other children cannot. Other children must use the classmate's name; i.e.,

"Joe's mother" or "Joe's father," when identifying parents other than their own.

The teacher, therefore, must have available name-cards with the possessive noun included for Step 4.

Concept F:

FROM: *Teacher's point of view*
Association of printed form with neighborhood friends and relatives.

FROM: *Child's point of view*
Certain squiggles refer to playmates, relatives, and friends not living within the home.

Materials needed in the home:
- blank name-cards and felt pen
- a box to hold name-cards of persons who have been identified

Step 1: Teacher meets with parents, or otherwise informs them of means of relating names to persons outside the home. Some approaches suggested are:

(a) making a name-card for playmates as they come to the house, and then placing the card in small name-card box for future reference. Whenever the child visits the home, his name is associated with him, and whenever the deaf child is going to visit the playmate, the parent pulls out the name-card of the child to be visited and indicates it is his home or yard that will be visited.

(b) prior to visiting a relative or friend, the parent can show the deaf child the name-card of the persons to be visited so that he will know where they are going.

(c) when guests arrive at the home, a name-card is made, identification accomplished, and the card is then placed in the name-card box for future reference.

Step 2: Parents may devise additional ways of indicating persons who will visit the home and find additional ways of informing the child of persons they will visit.

Concept G:

FROM: *Teacher's point of view*
Association of printed form with all people met.

FROM: *Child's point of view*
All persons have a squiggle associated with them ... everybody has a name.

Materials needed:
- blank name-cards
- pins
- felt pen

Step 1: Persons with whom the child comes in contact are given names or occupational titles, such as "doctor" and "dentist." Parents should be encouraged to feel free to carry on such activities in public. To hide the fact the child is deaf is to deny him the opportunity to learn.

PART II: Symbols for Things

OVERVIEW OF CONCEPTS THE CHILD IS TO DEVELOP

A. Certain squiggles are associated with specific objects within the classroom.
B. Certain squiggles are associated with objects that belong to me or to my classmates.
C. Certain squiggles are associated with objects and articles in my home.
D. Certain squiggles are associated with objects outdoors as well as objects indoors.
E. All objects have a squiggle associated with them ... all things have names.

NOTE: Only instructional techniques for Concept A are included in this guide. Concepts B, C, D, and E are listed in the outline of concepts the child is to develop to remind the teacher of a logical sequence of concept development. The specific instructional techniques for concepts B, C, D, and E are similar to those of Concept A and need not be detailed. It is obvious, of course, that the teacher meet with parents to discuss the variety of ways vocabulary can be developed and used at home.

Concept A:

FROM: *Teacher's point of view*
Association of printed form with a few specific objects in the classroom.

FROM: *Child's point of view*
Certain squiggles are associated with specific objects within the classroom.

Materials needed:

- objects common to the classroom which have printed forms differing in configuration
- blank word-cards and felt pen
- slot chart

Step 1: Printing the name

Teacher places an object on a small table with a blank word-card next to or below it. She indicates that something should be on the card, and then prints the name on the card. She then indicates that the name belongs to the object.

Step 2: Demonstrating non-interchange

After each of three or four objects has been labeled, the teacher switches the names and indicates that that order is incorrect. She then returns the correct names to the objects and indicates that the order is all right.

Step 3: Matching print to print

A second word-card is made for each of the objects. While the object is still labeled, the child matches the second card to the first by placing it over the word-card already on the table. If an incorrect response is made, the teacher then points out the differences in the configuration of the two words. If a correct response is made, the teacher reinforces the response by pointing out that both word-cards are identical and that both refer to the object.

Step 4: Matching print with the object

Only the objects are placed on the table. Child is given the word-cards one at a time and places the card below the object to which it belongs.

NOTE: Objects chosen for the beginning activities should be those which the children need and use daily.

Suggestions for Reinforcement

As the child's recognition of the printed form for objects increases, it might be helpful to begin a picture file or vocabulary book.

Phase II: Incorporating Isolated Symbol Into Sentence

This phase, introductory to emphasis upon syntax, begins once the children can recognize their own names and those of their classmates as well as the names of three or four objects. From this point on, and perhaps to the end of the school year, most of the vocabulary can be taught as part of a sentence.

Concept:

FROM: *Teacher's point of view*
Relating name to sentence.

FROM: *Child's point of view*
I can perform a given activity when I recognize my name within a group of words.

Materials needed:
- name-cards of children
- slot chart
- pre-printed phrase card "come here"

Step 1: Teacher inserts phrase, "come here," in slot chart and deliberately completes the sentence by inserting a child's name before the phrase. She then indicates that the child is to come to her.

Step 2: Vary the names of children until each member of the class can carry out the command.

Step 3: Allow the children to control the language session by acting as teacher and selecting the person they wish to come to them.

Phase III: Syntax

Once the children can recognize their own names and those of their classmates, together with the names of three or four objects within the classroom, direct work upon syntax can begin. If a child is to understand the function of a word, it is necessary that the classroom instructional procedures be such that there be a direct relationship between changes in the printed language and changes in the observable environment. The child comes to understand the function of a word by observing the relationship between changes in the printed symbol and changes in the environment. Classroom activities designed to teach only the denotative meaning of words do not provide adequate opportunity to initiate an appreciation of word syntax. A large vocabulary of individual words is quite useless unless the child is capable of organizing the words into a sequence expressing an idea or transmitting information. Teachers of the deaf have developed many techniques for extending the child's inventory of isolated printed, spoken, and lipreading symbols, but rarely do they make a decided effort to teach the preschool deaf child word syntax. To deny the child the opportunity to learn syntax at a very early age is to cheat the child of the most meaningful aspect of language. To say that the child is incapable of understanding syntax at the preschool level is to grossly underestimate his ability.

The series of activities that appear in this section of the instructional guide are programmed to provide the child with a thorough understanding of the function of each class of words used in a specific sentence structure. The teacher can readily recognize that only one sentence structure is programmed for analysis of syntax and that the instructional techniques serve only as a guide to instructional procedures to analyze a wide variety of sentence structures. The instructional techniques included are those that have been used and have proven to be successful with preschool children, some of whom were between two and three years of age. The preschool teacher should also be aware that each step of each series may not be required, especially if she is engaged in initiating language instruction with a group of children five years old and above.

A word of clarification, and perhaps *caution* is appropriate at this point. Emphasis upon syntax is only *one aspect* of the total language instruction program. Syntax is emphasized in this instructional guide only because it appears to lack emphasis in many language instruction programs. Emphasis upon syntax is not a system of teaching language, and therefore does not negate the need for vocabulary extension, auditory training, speechreading, speech development, and the development of writing skills. Certainly, emphasis upon syntax can only aid in the development of other areas of language usage and skills.

Unit I: Analysis of Basic Sentence

OUTLINE OF SEQUENCE OF ACTIVITIES FOR
ANALYSIS OF SENTENCE STRUCTURE
Subject-Verb-Indirect Object-Direct Object

Step 1: Relating subject to classroom activities

Step 2: Relating Direct Object to classroom activities

Step 3: Relating Subject and Direct Object to classroom activities

Step 4: Relating Indirect Object to classroom activities

Step 5: Relating Subject and Indirect Object to classroom activities

Step 6: Relating Subject, Indirect Object, and Direct Object to activities

Step 7: Relating Verb to classroon activities

Step 8: Relating Subject and Verb to classroom activities

Step 9: Relating Subject, Verb, and Indirect Object to classroom activities

Step 10: Relating entire sentence to classroom activities

OVERVIEW OF PROCEDURES TO RELATE PRINT TO CLASSROOM ACTIVITIES

The basic feature of the procedure is to expose the children to a complete sentence that is capable of initiating classroom activity. Then only one new aspect of the sentence is varied at a time. When it is understood, it is immediately related to an already known aspect of the sentence and to variations in classroom activity. The following sentence structure, together with the programmed series of emphasis upon word function, has been successfully used with three- and four-year-old deaf children with no previous language experience.

Sentence Structure:	Subject	Verb	Indirect Object	Direct Object
Example used in class:	Mary	give	me	the block

In the above example, the children know only the names of the children in the class and the names of three or four objects within the classroom. The meaning of the sentence is unknown to them, and the classroom teacher must demonstrate the meaning. Initially, the child whose name appears as the Subject of the sentence reacts only to her name; the action of giving the teacher the block from a nearby table is demonstrated by the teacher and implied by the total sentence presented in the slot chart. If the child is to come to understand the function of his name as it appears in this particular sentence, then all aspects of the sentence must remain constant except the name which appears as the Subject. Thus, when the Subject of the sentence varies, the only change in classroom activity of the moment is the person who will give the block to the teacher or child who is controlling the variation of the Subject aspect of the sentence.

Once the children can accurately react to their names serving as the Subject of the sentence, emphasis can be placed upon the words which serve as the Direct Object of the sentence. (These words are the three or four names of objects developed in Phase I). In this instance, all aspects of the sentence must remain constant except those words serving as Direct Objects. Under these conditions the teacher would construct sentences such as the following:

Subject	*Verb*	*Indirect Object*	*Direct Object*
Mary	give	me	the block.
Mary	give	me	the milk.
Mary	give	me	the paper.

It must be emphasized that only one sentence at a time is created, and that the child is expected to carry out the instruction before another sentence is completed.

An overview of those aspects of the sentence which remain constant and those which vary is provided in Table I. The overview parallels the sequence of activities outlined on page 18.

TABLE I

Overview of Emphasis of Word Function

Subject	Verb	Indirect Object	Direct Object
(1) V	C	C	C
(2) C	C	C	V
(3) V	C	C	V
(4) C	C	V	C
(5) V	C	V	C
(6) V	C	V	V
(7) C	V	C	C
(8) V	V	C	C
(9) V	V	V	C
(10) V	V	V	V

V means to vary individual words within that word class.
C means to keep constant the word appearing in that position.

Following are suggestions for words serving specific functions within the initial sentence.

Subject: The names of all children in the class, plus that of the teacher.

Verb: "give," meaning to pick the object off a table immediately adjacent to the language area and present it to the person appearing as indirect object of the sentence.

"get," meaning to proceed to a distant point within the classroom to pick up the object and to bring it to the teacher or other individual whose name appears as the indirect object.

"bring," meaning essentially the same as "get."

Indirect Object: The names of all children in the class, plus that of the teacher.

Direct Object: Names of objects seen everyday in the classroom, such as blocks, paper, crayon, headphones, milk, etc.

SPECIFIC INSTRUCTIONAL PROCEDURES

Step 1: Relating Subject of sentence to classroom activities

Purposes of instructional session:

1. to demonstrate the function of the Subject of the sentence.
2. to provide the child the opportunity to understand and feel that: "I can control who it will be that will engage in the classroom activity of the moment."

Materials needed:

- name-cards of all children and teacher
- slot chart
- an object (a block)
- a pre-printed phrase-card, "give me the block."

(a) Teacher inserts the pre-printed phrase-card, "give me the block," into the slot chart and then selects a child's name to complete the sentence, i.e., "Mary, give me the block." She then demonstrates or indicates that Mary is to pick the block from the table or floor and hand it to the teacher.

(b) When the child has completed the activity, the teacher points to the child and to the child's name, indicating that there is a relationship between the two and that no other child can claim the same relationship.

(c) Teacher then removes the child's name and inserts the name of another child. If necessary, she again indicates that the child whose name appears as the Subject of the sentence is to hand her the block. She again indicates that no other child can participate, only the one whose name appears in the slot chart.

(d) This activity is continued until each child can successfully respond each time his name appears in the sentence.

(e) When the teacher feels the class is responding appropriately, she allows the children to act as the teacher or the one who is controlling classroom activity. TO DENY A CHILD THE OPPORTUNITY TO CONTROL CLASSROOM ACTIVITY IS TO DENY HIM THE OPPORTUNITY TO UNDERSTAND WHAT LANGUAGE CAN DO FOR HIM.

(f) When the teacher feels the children understand the function of the Subject of the sentence, i.e., that they realize that only the person whose name appears in the sentence can perform, she can then move to Step 2.

Step 2: Relating the Direct Object to classroom activities

Purposes of instructional session:

1. to demonstrate the function of the Direct Object of the the sentence.

2. to provide the child the opportunity to understand that: "I can dictate what object will be picked up by the person engaging in classroom activity of the moment."

Materials needed:

- name-cards of children
- name-cards of three or four objects
- pre-printed phrase-card "give me the"
- slot chart
- three or four objects serving as referents of name cards

(a) Teacher inserts phrase card, "give me the," in slot chart and immediately inserts name of child who will engage in the activity.

(b) She then deliberately inserts the name of an object which is one of two or three on the table and indicates that the child is to give her an object from the table. If the child selects the correct object, the teacher accepts it and then holds the object beneath the word-card of the object to show that there is a relationship between the two. She then returns the object to the table, removes the word-card, and inserts a different one to serve as the direct object.

Should the child not select the correct object, the teacher refuses to accept it, and indicates that the object and the word serving as the direct object of the sentence are not related and that the child must select another object from the table.

(c) After a specific child has been given the opportunity to react to changes in the direct object, the teacher removes the name of that child and inserts that of another. In essence, however, the primary variable within the sentence is the direct object.

(d) Once the children understand what the change in the Direct Object means in terms of classroom activity, the teacher then allows the children to control the classroom activity.

Step *3:* Relating Subject and Direct Object to classroom activities.

Purposes of instructional session:

1. to allow the child to control two variables of classroom activity.

2. to provide the child the opportunity to understand that: "Not only can I determine who it will be that will engage in classroom activity, but I can also control what object that person will manipulate."

Materials needed:

- name-cards of children
- word-cards of objects
- pre-printed phrase "give me the"
- slot chart
- objects

(a) Teacher inserts phrase-card, "give me the," in slot chart and then indicates that there are two spaces which must be filled with print; one the name of a person, and the other the name of an object.

(b) She then inserts a name to serve as the Subject and the name of an object to complete the sentence. Only the child whose name appears can perform, and once the activity has been completed, the teacher changes both the Subject and the Direct Object of the sentence.

(c) As soon as the children understand that they are to pay attention to two aspects of the sentence, the teacher allows the children to assume control of the language session. Each child then must vary two aspects of the sentence when in control of the class and must be able to react to the two aspects when he is selected as the subject of the sentence.

NOTE: Should the children have difficulty in controlling both aspects by themselves, the teacher may initiate this step by having one child control the Subject and a second child vary the Direct Object. Such division of responsibility for control of activity also may lead to a better understanding of discrete function of words.

Step 4: Relating the Indirect Object to classroom activity

Purposes of instructional session:

1. to demonstrate the function of the Indirect Object of the sentence.

2. to provide the child the opportunity to understand that: "I can select the person to whom the Object is given," or "I can dictate who it will be that will receive the object."

Materials needed:

- duplicate set of children's name-cards
- word-cards of objects
- verb-card "give"
- pronoun-card "me"
- slot chart
- object

(a) Teacher constructs an incomplete sentence in slot chart such as, "Mary, give_____the block."

(b) She then calls attention to the fact that there is a word missing and that nothing can happen until a word is inserted. She then inserts the pronoun "me," and at this point the child whose name appears in the sentence should engage in the appropriate activity.

(c) The teacher then removes the pronoun, "me," inserts the name of another child, and encourages the child whose name appears as the Subject to carry out the activity.

The one-to-one relationship between change in print and change in the person who receives the object makes apparent to the child the function of the word appearing in the position of the Indirect Object. There has been no difficulty in having the children understand that the pronoun "me" refers to the creator of the sentence and that his proper name is appropriate when he is not creating the sentence.

(d) Once the teacher feels the children understand the relationship between the change in words appearing as the Indirect Object and change in classroom activity, the children should assume control of the activity.

Step 5: Relating Subject and Indirect Object to classroom activity

Purposes of instructional session:

1. to allow the child to control two variables of classroom activity.

2. to provide the child the opportunity to understand that: "Not only can I select who will engage in the activity, but I can also dictate to whom the object will be given."

Materials needed:

- duplicate set of name-cards for children
- word-card of object (constant)
- verb-card (constant)
- pronoun-card "me"
- slot chart
- object

(a) Teacher inserts incomplete sentence, "_____. give _____ the block," in slot chart and then calls children's attention to the fact that a word must be placed in each space or blank to complete the sentence. She then completes the sentence, and the child selected as subject engages in the appropriate activity.

(b) After a few demonstrations by the teacher, the children are allowed to control the class activity.

NOTE: This is the first time that the children have the opportunity to use a proper name in two positions within the sentence. This particular activity may be the first which forces an understanding of syntax, inasmuch as a given child's name actually can vary in function depending upon its position within the sentence.

Step 6: Relating Subject, Indirect Object, and Direct Object to classroom activity.

Purposes of instructional session:

1. to allow the child to control three variables of classroom activity.
2. to provide the child the opportunity to understand that: "I have the power to determine who will engage in the activity, what object will be manipulated, and to whom the object will be given."

Materials needed:

- duplicate name-cards of children
- name-cards of objects
- pronoun-card "me"
- slot chart
- verb-card "give"
- objects

(a) Teacher inserts verb-card in slot chart and indicates that the remainder of the sentence must be provided, and then proceeds to complete a sentence. After the child has completed the activity called for by the sentence, the teacher allows the children to control the activity.

(b) Inasmuch as this particular activity serves to reinforce previous understandings of word function, the teacher may wish to enlarge the children's vocabulary by inserting new objects to serve as indirect objects of the sentence.

Step 7: Relating the Verb to classroom activity

Purposes of the instructional session:

1. to demonstrate the function of the Verb of the sentence.

2. to provide the child the opportunity to understand that: "I can control the type of activity which will go on in the classroom."

Materials needed:

- name-cards of children
- word-card of object
- two verb-cards: "give" and "get" (teacher may prefer "bring" to "get")
- slot chart
- two identical objects (milk cartons used as example)

(a) Teacher constructs an incomplete sentence, "Mary,_____ me the milk." She then calls attention to the blank or space and indicates that the sentence must be completed. She completes the sentence, using the known verb "give," and Mary engages in the activity by handing the milk carton from the table in the immediate area to the teacher. The teacher then returns the carton to the table and removes the word "give" from the sentence.

(b) Teacher, in full view of all children, takes a second milk carton and places it at a distant spot in the classroom. She then deliberately inserts the verb-card "get" (or "bring") to complete the sentence, compares the new word with the verb-card "give," and indicates that the sentence relates to the milk carton at the far end of the room and not to the milk carton in the language area.

If the child whose name appears as the Subject cannot perform, the teacher may insert her own name as Subject, insert a child's name as Indirect Object, point to the sentence as she reads it, and then engage in the activity of getting the milk carton from the distant point in the room and giving it to the appropriate child.

(c) After the demonstration (if needed) the teacher may again construct a sentence such as "Mary, get me the milk," and again indicate that the activity is related to the milk carton outside the language area.

It is important that only the Verb be varied during this session so that the child's attention is directed to the "verb aspect" of the sentence, and that whenever the verb varies from "give" to "get" the only change occurring is the nature of the activity. That is, the person performing remains constant, and the object manipulated is the same. With this type of instructional structure, the child's attention is focused upon the one-to-one relationship between change in print and change in classroom activity.

(d) The teacher may wish to introduce and contrast the following verbs which will work well with the particular sentence structure being analyzed:

give (the original verb)
get
bring
show

While this particular step emphasizes variation of only the verb, the teacher can easily vary the Subject or Direct Object from time to time. It is imperative, however, that each child have the opportunity to relate change in print to change in classroom activity by acting as subject of the sentence.

(e) When the teacher feels the children understand the function of the verbal aspect of the sentence, the children should be allowed to control the language session.

Step 8: Relating Subject and Verb to classroom activity

Purposes of instructional session:

1. to allow the child to control two variables of classroom activity.

2. to provide the child the opportunity to understand that: "I can select who will engage in an activity, and I can determine the type of activity to be performed."

Materials needed:

- name-cards of children
- word-card of object
- verb-cards (two to four verbs) "get," "give," "bring," "show")
- slot chart
- object

(a) Teacher inserts incomplete sentence, "_____, ____ me the block," in slot chart and calls children's attention to the portions that must be completed. She then completes the sentence , and the appropriate child performs the activity.

(b) Once the children understand what it is they are to do, the teacher allows each child to control the session by completing the sentence.

Step 9: Relating Subject, Verb, and Indirect Object to classroom activity

Purposes of instructional session:

1. to allow the child to control three variables of classroom activity.

2. to provide the child the opportunity to understand that: "Not only can I select who will engage in an activity, but I can control what he will do, and who will receive the object."

Materials needed:

- name-cards of children
- word-card of an object
- verb-cards appropriate to sentence
- slot chart
- object

(a) Teacher inserts word-card to serve as Direct Object near right hand side of slot chart and indicates that a sentence must be created and related to the object.

(b) Teacher then selects appropriate cards to serve as Subject, Verb, and Indirect Object from the table and completes the sentence. The child reacts.

(c) Children are given opportunity to control language session as soon as they understand what they are to do.

Step 10: Relating the entire sentence to classroom activity

Purposes of instructional session:

1. to vary all aspects of the sentence.

2. to provide the child the opportunity to understand that: "I can control all variables of classroom activity of the moment."

Materials needed:

- name-cards
- word-cards of a variety of objects
- verb-cards of appropriate verbs
- slot chart
- objects

(a) Teacher places all cards on the table and points to the slot chart, indicating that a sentence is to be created from the cards on the table. She then constructs a sentence, and the child performs the activity demanded of the sentence.

(b) Teacher allows the children to create sentences from the variety of cards on the table.

NOTE: Additional vocabulary serving as direct objects of the sentence can easily be taught as part of this exercise.

Unit II: Incorporating Adjectives of Color and Number into Basic Sentence

Experience has shown that preschool deaf children can learn color concepts within the context of a complete sentence. Since color does not exist except as a property of an object, the adjectives denoting color can be learned readily if correct decision making on the part of the child is dependent upon recognition of the color adjective. If the teacher elects to teach the color concept within the structure of the entire sentence, there is no need for matching of color or any of the variety of color-sense training procedures that generally constitute a considerable portion of the daily activities of the preschool deaf child.

To ignore such traditional preschool activities may tend to frighten many teachers who rely heavily upon such color training. However, if no visual perceptual problems are exhibited by the children, the teacher is encouraged to explore teaching the color symbols and color concept as an integral part of a sentence and classroom activity. Approaching color symbol and color concept from this instructional point of view provides an immediate, observable, and practical use of the color concept.

Children, who had proceeded through the activities of Unit I of this instructional guide, generally found no trouble in incorporating the color adjectives into the sentence. The following sequence of activity has been successfully used with deaf children four and five years of age.

OVERVIEW OF STEPS LEADING TO AN UNDERSTANDING OF THE FUNCTION OF THE NUMBER AND COLOR ADJECTIVES

Step 1. Relating color adjective to selection of similar objects of different colors.

Step 2. Relating color adjective to selection of different objects of different colors.

Step 3. Relating number adjective to appropriate quantity selection of objects.

Step 4. Incorporating appropriate sequence of number and color adjectives into basic sentence.

SPECIFIC INSTRUCTIONAL PROCEDURES

Step 1. Relating the Color Adjective to selection of already known similar object

Purposes of instructional session:

1. to teach the color concept and printed symbols for color.

2. to provide the child the opportunity to understand that: "specific objects can be denoted by their visual characteristic of color."

Materials needed:

- individual word-cards to create basic sentences
- individual word-cards for colors to be taught
- blocks of same size and shape, but of different color
- slot chart

(a) Teacher places a single red block on the table. She then inserts individual words into the slot chart to create the sentence, "Mary, give me the block." Mary then performs required act, and the sentence is removed from the slot chart.

(b) Teacher then places a red block and a yellow block on the table, calling the attention of the children to the fact that there are now two blocks. She then creates another sentence, "Mary give me the block," but prevents Mary from acting and calls attention of the children to her own act of actually pushing the word "block" to the right and inserting the word "red" in the resulting space, thus creating a new complete sentence. She then indicates that Mary is to respond to the sentence, and if necessary, indicates that Mary is to give her one of the two blocks. If the child selects the correct block, the teacher accepts it, holds it near the two words "red block," and indicates both words are related to the block.

If the child selects the incorrect block, the teacher refuses to accept it, points to the words "red block," and indicates to the child it is the other block which is to be selected. When the child gives the teacher the correct block, she relates it to the words "red block" in the sentence.

(c) The teacher then removes the color adjective from the sentence and inserts alternate color choice; she proceeds as in (b) above, thereby providing the children the opportunity to see the one-to-one relationship between changes in the word denoting color and the selection of the appropriate block.

(d) When all children have had the opportunity to select the appropriate block through recognition of the two initial color adjectives, additional colors may be introduced, and children can begin to control classroom activity. In all instances, where new colors are introduced, the color adjective is the only word which is changed, and all other parts of the sentence remain constant.

(e) When each child knows a variety of colors, the teacher can vary both the Subject and Color Adjective aspects of the sentence.

(f) When the teacher has demonstrated that two portions of the sentence are to be varied, the children can take control of the language session.

Step 2: Relating Color Adjective to a variety of objects

Purposes of instruction session:

1. to expand the color concept to a variety of objects.

2. to provide the child the opportunity to understand that, "color is a characteristic of a variety of objects, and I can refer to a specific thing by denoting its color."

Material needed:

- individual word-cards to create basic sentences
- individual word-cards denoting various objects and colors
- blocks of same size and shape, but differing in color
- cars of same size and shape, but differing in color
- crayons of same size and shape, but differing in color
- balloons of similar size and shape, but differing in color
- slot chart

(a) The teacher proceeds generally as she did in Step 1, except that now the names of the different objects known to the children are utilized. Thus, the teacher now varies two aspects of the sentence, Direct Object and Color Adjective. As soon as the children understand that two aspects of the sentence are to be varied, the children assume control of the session.

(b) When children can successfully manipulate the two variables of the sentence, the teacher can proceed to demand variation of the Subject and Verb of the sentence.

(c) While variations of several aspects of the sentence provide for reinforcement, the teacher can take this opportunity to increase the vocabulary of objects or things which can serve as Direct Objects of the sentence.

NOTE: Although colors can be taught within the content of the sentence, teachers have found it useful to first develop the basic number concept in isolation as is usually done at the preschool level. The purpose of the next activity is to demonstrate the *use* of number concept rather than to develop the number concept itself.

Step 3: Relating the Number Adjectives to selection or appropriate quantity of objects

Purposes of instructional session:

1. to demonstrate the use of the number concept and number symbols.

2. to provide the child the opportunity to understand that: "I can determine how many objects of the groups of objects are to be manipulated."

Materials needed:

- individual word-cards to create basic sentences
- a number of blocks varying in color
- a number of cars varying in color
- a number of crayons varying in color
- individual word-cards for numbers
- individual card containing the letter "s" (for plural form)
- slot chart

(a) The teacher places four or five blocks each of a different color on the table. Then with individual word-cards she constructs the sentence, "Mary, give me a block." The child then completes the activity.

(b) The teacher then removes word-card "a" and replaces it with the word "two" and then adds an "s" to the word "block" so that the sentence reads, "Mary, give me two blocks." She indicates that Mary is to engage in the activity.

If the child selects the correct number of blocks, the teacher accepts them and holds them under the word "two" in the slot chart to show the relationship of the word to the number of objects.

(c) The teacher then removes word "two," substitutes the word "a," and removes the "s" from the word "blocks," thereby creating the sentence, "Mary, give me a block." She indicates that Mary is to carry out the activity. As each child goes through this procedure, he can see the direct relationship between the printed symbol for number, its effect upon the Direct Object portion of the sentence, and the change in classroom activity.

If the child is hesitant to perform, the teacher calls attention to the portions of the sentence the child already knows and indicates that she must receive some blocks. She refuses to accept the incorrect number, and when the correct number is received, relates the blocks to the word "two."

(d) When the children can respond to the number symbols "a" and "two," and can control classroom activity by varying this portion of the sentence, "three" can be incorporated into the number selection. The teacher can proceed to demonstrate and allow children to control the number variable to any level she feels appropriate for the group.

(e) When the teacher feels the use of number symbols is thoroughly understood by the children, she can then vary as many portions of the sentence as she wishes. Eventually, each child must have the opportunity to create, with individual words, sentences such as:

Mary, give me a block.
Mary, give Joe two blocks.
Mike, give Mary three cars.
Joe, show Mike a crayon.

Step 4: Incorporating adjectives of number and color into basic sentence

Purposes of instructional session:

1. to demonstrate the relationship of number symbol and color symbol to the Direct Object.

2. to provide the child the opportunity to understand that, "I can determine the number and color of objects which will be manipulated" and "the adjectives of number always precedes the adjectives of color in a sentence."

Materials needed:

- individual word-cards to create basic sentences
- individual cards with number and color
- individual card with "s" (for plural form)
- a number of blue blocks, red blocks, green blocks, etc.
- a number of blue cars, red cars, green cars, etc.
- a number of blue crayons, red crayons, green crayons, etc.
- slot chart

(a) The teacher places a number of blocks of varying colors, cars of different colors, and crayons or other objects of various colors on the table. She then creates a sentence such as, "Mary, give me a block," in the slot chart. After the child performs the activity, the teacher removes the word "a," inserts the word "two," and calls attention to the change in number and to the sentence which now reads, "Mary, give me two blocks." After the child completes the activity, the teacher then calls attention to her action of moving the word "blocks" to the right and emphasizes the need for a word to fill the space between the words "two" and "blocks." She then inserts a color adjective such as "red" into the space, thereby creating a new complete sentence such as, "Mary, give me two red blocks." Ordinarily the children should show little or no difficulty in performing the correct act.

(b) As soon as the children are aware that the words denoting number and color are varied, they should assume the task of varying those aspects of the sentence. While the children ordinarily should show no difficulty in reading and reacting to the total sentence, they may exhibit some difficulty in consistently placing the number symbol and color symbol in proper order when creating the sentence with individual word-cards.

The teacher's role is to allow no activity to take place unless the two words are in appropriate sequence.

(c) When the children can successfully place the number and color symbols in appropriate sequence, the teacher can proceed to vary other portions of the sentence, and subsequently allow the children to create the entire sentence, varying all classes of words.